Making Skills Development Work For The Future

Asia-Pacific Conference on Education and Training 2015

(ACET 2015)

Venue: Berjaya Times Square Hotel, Kuala Lumpur
Date: 3-5 August 2015
Plenary Session 1: Where are the Jobs in Asia-Pacific

Chairs: Mr. G-J Kim, UNESCO, Dr. M. Khamis, DRI

Speakers:

• Ms. Makiko Matsumoto, ILO
• Mr. Jonathan. Bart, OECD
• Mr. Phil Loveder, NCVER Australia
• Dato Dr. Pang, Leong, MoHR, Malaysia
Trends of Jobs in AP Region

• Dynamic region with strong economic growth
• Employment growing but slower:
  – SEAP & SA> World>EA, esp. slow for women & youth
  – than productivity growth
• Much higher unemployment rate for youth
• Away from agriculture, but only some into manufacturing and services
• High skills jobs increasing much, low skills somewhat in SA/EA
Challenges and Opportunities

• Job requirements higher than ET received
• Vulnerable employment
  – Own-account reducing but still high
  – Majority paid poorly (<$4 in SEAP and SA)
• Labor productivity on the decline
• Inter/intra-country disparities in skills gap
• Demographic Transition
• Migration of low and medium-skilled workers
• Economic integration (AEC, RCEP)
  – Size vs disparities (growth, wage, policies, laws)
Inputs for Strategies

- Understand causes of mismatches
- Upgrade skills to meet job/sector-specific needs
- National policy adaptable to local needs (OE)
- Acknowledge high Return On Investment
  - Costs ($7bn) < benefits ($20bn) : employability, prodtv
- Stronger partnership
- Align training with employers (SME) needs
- Local level capacity building for action
- Evidence (Labor Market Information)-based local policy
- Malaysia set to face AEC: MP2016-20, HE Blueprint
Plenary Session 2
Which Skills for Existing and Emerging Jobs?

Chair: Mr. Anshul Sonak, Intel

Speakers

• Ms. Ishita Josh, MoSDE, India
• Mr. Sam Haggag, Manpower Group
• Ms. Prapai Numthavaj, Petroleum Institute of Thailand
Skill India, MoSDE

- Working age (15-59) 62%, av. 29 years by 2020
- High HR demand in const., retail, transport. etc.
- New ministry with national policy on SD
- (Low ➔) Aspirational value of skilling
  - National skills universities and institutes
  - Skilling and entrepreneurship in formal education
- Capacity Creation
  - New industrial training institute in underserved regions in PPP/ KVKs for dropouts, girls, housewives and rural youth
- Technology and Innovation
  - National LMIS, mobile-based IT for private sector, distance learning at it is
  - Funding skills innovation proposals, entrep. incubation
Talent Shortage Survey, Manpower Group

- Regional (and Global) survey: 7788 AP (41,000+ global) employers in 8AP (42) countries
- Av 40+% employers have difficulty filling: engrs, sales rep., skilled trade workers, accounting/finance staff...
- Lack of technical & workplace (soft) competencies
- Effects of talent shortage: reduced competitiveness/productivity, ability to serve client, innovation ...
- Respond by: non-traditional (untrained) recruitment, additional training of existing staff, untapped talent pool; redesign work models
- ➔ Culture of talent development
- ➔ Collaboration of educational institutions
Private Sector Involvement, PTIT

• Non-profit foundation: education and training
  – Oil, gas, financial, legal, consultancy..
• Vocational Chemical Eng Practice College
  – To develop technicians w needed competencies
  – 2-year vocational certificate, in-plant/project
  – Industry-based and basics (safety, QC, English)
• Productivity and Innovation Practice School
  – Equip technicians w eng and learning skills
  – 10 month certificate, in-plant/project
  – Technical + Learning and thinking skills + project
  – Think-Do-Reflect ~ Lifelong Learning
• Building Competency and Qualification Frameworks
Plenary Session 3: How to Bridge the Gap through ICT?

Chair: Mr. Petri Lounaskorpi, Didactec Ltd.

Speakers:

- Ms. Theresa Thang Tze Yian, Institute of Technical Education, Singapore
- Mr. Amir Omar, Economic Planning Unit, Prime Minister’s Department, Malaysia
- Mr. Pascal Mabille, TVET Academy, Cambodia
Trends in ICT and TVET

• Rapid technological advances
• Old jobs becoming obsolete quickly
• Universities preparing students for jobs that don’t yet exist!
• Need for a mobile workforce gradually becoming a reality
• Hunt for skilled talents is going global
Challenges and Opportunities

• Lack of labour market information
• Lack of infrastructure (e.g. internet, computers) in remote areas
• Lack of trained and motivated TVET teachers
• Lack of supplementary teaching material
• Gaps in both traditional classroom and e-learning systems
• Changing nature of required skills (70% on the job, 20% self and 10% classroom)
Strategies

- Setting an inspiring vision (E.g. Malaysia becoming a high income country)
- Long term strategy to make the vision a reality
- A sophisticated LMIS that strives to reduce the gap between labour market demand and supply (E.g. Malaysia), both historical data and forward looking
- Collaboration among the key stakeholders (State, private sector and learners)
- Combination of strong governance, quality programme (design and delivery) and enhancing TVET (improving perception through branding and promotion)
Strategies

• Multi pronged preparedness - strategic, organizational, technological, pedagogical and operational.
• Authenticity - curriculum (what is worth learning?), pedagogy (How to teach) and Assessment (Are the students work ready?)
• Learner centric and teacher empowered
• Use of technology to supplement and aid teachers, not to replace them.
• Less resource intensive inputs (E.g. TVET Academy example of no computers/ internet) for greater coverage
Strategies

• Context responsive constant innovation (E.g. Flipped classroom/Bring your own device)

• Teachers and students staying connected online and offline, collaborating to generate learning content and being responsive to market needs while preparing as global citizens ready to face the challenges of the future!
Plenary Session 4
How to strengthen Partnerships and Coordination

- Mr. Leon Gaskin, UNESCO Kabul (Chair)
- Prof. Dato Dr. Mohd. Noh Dalimi (Chair), University of Tun Hussein Onn
- Ms. Irene Issac, TESDA, Philippines
- Mr. Simon Song, Bosch, Malaysia
The Future of Skills Development: Building Partnerships and Cooperation (TESDA Philippines)

- Encouraging lifelong learning by skilling students
- Invited volunteers in the engagement
- Built National Task Forces from public and private stakeholders
- Philippines Qualification Framework national coordination committee works on standards to implement the program
- Bilateral arrangements with ASEAN member-state ministries and focuses on multi vocational areas
- PQF committee is influencing all the education stakeholders in the government to have a convergent strategy
Making Skills Development Work for the Future

- ASEAN Could be next powerhouse of industrialization with a population of 600 millions with many countries in the region having huge younger population
- Current education system focuses on theory which need to go through critical structural challenges to increase focus on practical learning as most of the potential employers are from private sector
- Tripartite Collaborations between Govt, Educational Institutions and Private Sector will provide strong foundation for growth and sustenance
Making Skills Development Work for the Future (contd..)

• Joint certification by all the stakeholders to provide better recognition (Example: In Vietnam a Technical school collaborated with Chamber of Commerce and local Bosch unit to build trained technicians to support their business)
• Create a train the trainer model to support the youth from rural/urban locations. This model helps in maintaining consistency
• Create local and regional partnerships to share best practices
• Encourage informal partnerships in countries to ensure the local community support
Key Messages

• Partnerships are critical for TVET success
  – Country, Regional
  – Public, Private and Non-Formal
• Build trust amongst partners by focusing on common goals and interests to sustain relationships
• Quality Standard Frameworks should be encouraged at country/regional level to bring expected outcomes
• Empower broader constituents like youth and local communities to support employment in both rural & urban areas
• Explore funding at an early stage of relationships for partnerships to succeed